



St Peter & St Paul School

Early Years and EYFS Children Policy

Key person - Mrs D Shimwell

Named SENCO - Mrs D Shimwell & Mrs G Horne

OUR ETHOS

Every child should be happy, secure, valued and confident. At St Peter & St Paul School, our philosophy is to value every child as a unique individual, who enjoys learning and thinking for him or herself. We provide a supportive and secure environment in which every child can flourish and learn at their own pace and in their own individual way. Our role is to stimulate and encourage their development and enjoyment of learning through a variety of different activities in secure indoor and outdoor situations, through play and through structured and creative activities. We encourage the growth of social skills and empathy amongst the children. The relationships which the children develop with each other and with our staff are central to their happiness and lay the best possible foundation for their future.

This document outlines the philosophy, aims and principles of early years teaching and learning in the Foundation Stage. The document underpins practice in all areas of provision and takes into account diversity and provide equality of opportunity.

“Every child deserves the best possible start in life and support to their full potential. A child’s experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.” (Statutory Framework for the Early Years Foundation Stage Department for Children, Schools and Families, 2014)

“Children develop quickly in the early years, and early years practitioners aim to do all they can to help children have the best possible start in life. Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities or gender.” (Development Matters in the Early Years Foundation Stage, Department for Education 2012)

ST PETER & ST PAUL SCHOOL

St Peter & St Paul School is a school that caters for children from 4-11. All of the children who enter our Reception year are part of our School community. Diane Shimwell, the Head of the Infants will extend a warm welcome when you visit and will show you our facilities. She will be pleased to answer any of your questions, either about our Foundation department, or about the rest of the school. We send parents and prospective parents copies of the school's prospectus on request, or parents themselves can download a copy from our web site. That document gives details of the school's address, location and contact details, together with a list of staff and Trustees, as well as a great deal of information about the aims and ethos of the whole school. The curriculum and activities for our older children is explained in some detail. A great deal of further information about the school is available on our web site, including a list of the whole school's policies, including those that apply specifically to the Reception year. Copies can be sent to you on request.

As an integral part of the school, the Reception children make full use of the school's facilities, dining hall, hall and medical room although they have separate classrooms and outdoor play areas of their own. We expect them to remain pupils in our school until they reach the age of 11.

St Peter & St Paul School is registered with the DCSF as an early years provider. We participate in the Government's Nursery funding scheme for 4 year old children.

ADMISSIONS

Children who have turned 4 on or before 31st August of the previous academic year can join us throughout the year for the whole day (8.30 am - 3.50pm). Our admissions form is available on request.

We prefer children to be clean and dry and also able to dress and undress with minimum help and use a knife and fork.

The whole school's admissions' policy applies to Reception as much as to the rest of the school. It appears on our website and copies can be sent to parents on request.

EQUAL OPPORTUNITIES POLICY

We welcome children from a diverse range of backgrounds and pride ourselves on being an inclusive community where there is complete equality of opportunity and everyone is valued for being him or herself. Copies of the school's Equal Opportunities Policy are on our web site and can be sent to parents on request. We also welcome children with disabilities and special education needs, and adhere to the Government's SEN Code of Practice.

DAILY ROUTINE

Children attend school each day from 8.30am to 3.50pm. Children have a morning snack at 10.30am and lunch at 1pm in the dining room. Term dates can be found on the school website.

MOBILE PHONES

Mobile phones are now a feature of modern society and an increasing number of our staff and pupils own one. Increasing sophistication of mobile phone technology presents a number of issues for schools:

The high value of many phones. The integration of cameras into phones leading to potential child protection and data protection issues. The potential to use the phone e.g. for texting whilst on silent mode.

Staff:

Phones must not be used for any purpose (e.g. phoning, texting, surfing the internet, taking photos, checking the time, taking videos) during lesson time. Phones must be stored out of sight during lesson time and meeting time. Phones must always be switched off or on silent mode during class time and meeting time unless permission has been granted in advance by senior staff.

PROCEDURES WHEN A CHILD IS NOT COLLECTED ON TIME

Please refer to our separate policy: "Missing Child Policy and Procedures when a Child is not Collected on Time," copies of which are on our website. Copies can be sent to parents on request.

OUR STAFF

Diane Shimwell, an experienced teacher, is in charge of the Infant Department with day to day responsibility for all of its activities. She is also the teacher in charge of the Reception Class. Overall responsibility for the Department lies with Jonathon Clark, the Headmaster. Sophie Shaw is the full-time Teaching Assistant in Reception and is qualified to Level 4 and is currently undertaking an Early Years Education Degree. The children are taught and supervised by qualified staff at all times when they are in our care.

CODE OF CONDUCT FOR TEACHING AND NON TEACHING STAFF USING SOCIAL NETWORKING

Full guidance is given in the School ICT Policy, however, in general terms it is recommended that if staff have a profile they must ensure that they:

- a) Keep their profile private.
- b) Lock all pictures and make sure that they can only be seen by 'friends'
- c) Be careful of profile content
- d) NEVER accept pupils as friends.
- e) In order to maintain high standards of working practice with and/or around children, you are expected to comply with 'safe working practice' guidance.
- f) Understand that all comments made on social media relating to colleagues/St Peter & St Paul/pupils/work must remain professional and assume they are in the public domain. Such comments are best avoided.

OUR FOUNDATION STAGE CURRICULUM

At St Peter & St Paul School we follow the Early Years Foundation Stage Curriculum. The curriculum is divided into seven areas which each have goals it is hoped will be attained by the end of the Reception year. The seven areas are made up of three prime areas and four specific areas.

The three prime areas are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

The four specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Children learn through play with a mixture of child initiated and teacher led learning opportunities. Learning takes place both indoors and outdoors. As the year progresses the balance of the learning opportunities changes in readiness for the more formal teaching in Year 1.

We introduce different topics which the children explore through a variety of mediums, including books, art, clay, drama, music, ICT, crafts and model making. We gradually introduce synthetic phonics and the basics of literacy are taught daily through a structured reading scheme and rhyme. Numeracy is introduced through different activities, such as counting games, weighing activities and measuring, and is also taught daily. All children are encouraged to participate in dance, music [and swimming]. All children are gradually introduced to the principles of writing and to the use of computers. By the end of the year, the children in Reception are enthusiastic and confident learners, who are ready for the more structured, less play-based, environment of Year 1.

TRANSITION ARRANGEMENTS

Parents are well prepared for their child's start at SPSP.

Transition arrangements include:

- 'What's it like in Reception?' Evening for parents
- A number of afternoon visits in the Summer Term prior to their start in September for the children
- An interview for parents with Diane Shimwell at the end of the term before a child starts
- Where possible, visits to feeder nurseries to meet key workers
- An information evening within the first three weeks of the child's start.

READING DIARY

A reading diary is provided for each child. The diary is used to record reading activities done at school and parents are encouraged to comment on what their children have done at home. We expect parents to encourage their children to complete the activities provided in the reading folder. Children will not normally have a reading book until it has been established that they have the necessary skills to be able to read the first books independently. More about the reading process will be explained at the information evening in the first three weeks of the Autumn Term.

ASSEMBLIES

Assembly is held twice a week for Reception class at the start of the morning. Assemblies are formal occasions which foster the development of self-restraint and a collective spirit. They are basically Christian; but are designed to be respectful of other faiths. Assemblies provide an excellent public setting in which to commend children for special work, acts of kindness or helpfulness, and to reward them with stickers/special certificates/gold stars. Every half term there is an opportunity for parents to attend Assembly to see their child presented with a certificate for achieving either 25, 50, 75, or 100 stars for good behaviour and work. Parents are also invited to special assemblies from time to time for special celebrations.

OUTDOOR LEARNING

Children are encouraged to play in their dedicated, secure outdoor space during morning and afternoon breaks, except in the worst weather. All areas of the curriculum are developed outside as well as responding to the interests of individual children. In addition to this we use the wooded area and field on a regular basis. On Thursday afternoons the children experience a Forest School session which develops life skills, teaches them about nature, changes in the seasons as well as encouraging them to use their critical thinking skills and their imagination.

VISITS

We organise excursions to the supermarket, library, farm, canal, reservoirs, church etc. These are designed to help the children to acquire a basic understanding of our traditions, of the natural world and of the importance of other cultures. Your son's or daughter's school calendar lists the major visits that are due to take place over the coming term, and although some very local visits, which involve no more than an hour out of school, are arranged at shorter notice. We require signed permission slips each time, for even the shortest visits. We will send you a letter in advance, telling you about every visit and, if appropriate, its cost and whether it involves an extension to the normal length of the school day. Copies of our policy on visits for EYFS children are on our web site and can be sent to parents on request.

BEHAVIOUR

Even the youngest children are encouraged to behave towards each other with kindness and consideration. They have to learn to look after their own possessions and to respect other's possessions. We expect them to be honest, helpful and polite, and to work hard and to listen to others. They should respect everyone and learn to value differences and diversity. Diane Shimwell, the Head of the Infant Department, is in day to day charge of

the management of behaviour in the Foundation Department, a responsibility that has been delegated to her by Jonathon Clark, the Head of the School.

We explain to children why some forms of behaviour are unacceptable and hurtful to others. We rarely need to impose sanctions; but sometimes we may remove a privilege for hurtful behaviour. Occasionally, a child may be sent to see Jonathon Clark the Head of the School, who will explain the inappropriateness of a particular action; but such instances are rare. Parents are always informed when any sanction or reproof is needed by the headmaster, and in cases of repeated instances of hurtful or inappropriate behaviour, parents will be invited into the school to discuss the situation with their child's Teacher and to agree a joint way of handling the difficulty.

A copy of our Behaviour Management Policy can be found on our school website.

FOOD AND DRINK

Children are offered a snack and a drink of either water or of milk at both morning and afternoon break. Drinking water is available throughout the day, as we fully recognise the importance of proper hydration.

The children eat lunch with their teachers in the school dining room at 1pm. The meal is family service, with an adult sitting at the head of each of the tables.

Weekly menus are put onto our web site. We offer a wide choice between hot and cold food, with plenty of fresh fruit and vegetables and salads. We offer our pupils a widely varied and healthy and tasty diet. We also attempt to cater for all tastes and preferences, including vegetarian. However, our cuisine is mainly European, and we do not operate either Kosher or Halal kitchens.

Parents are asked not to send food or drink to school with their child.

SPECIAL DIETS

All food that might contain nuts or traces of nuts is clearly labelled. Parents of children who have allergies to any food product, or who have special dietary requirements, are asked to make this clear. They should inform the school at once if their son or daughter subsequently develops an intolerance of any food. The Housekeeper is happy to see any parent who has concerns about their son or daughter's medical condition or religious dietary requirements, and to devise a special menu, where practically possible.

KEEPING IN TOUCH

We appreciate that sending your child to School is a big step and that it is understandable that some parents may worry or feel anxious about their child's well-being and happiness. That is why we invite your child to spend three or four sessions in the Reception Class before he/she joins us. Once s/he has joined us, you are always welcome to visit the school.

Your child's Classroom Teacher is responsible for your child's pastoral care and, with our small classes, speedily gets to know every individual child extremely well. You will see the Classroom Teacher twice a day when you drop off and collect your child, and many worries can be speedily resolved by an informal chat. Otherwise, you are welcome to make an appointment for a longer (or more private) conversation with her or ring her on

07515642926. Alternatively you can make an appointment to see the headmaster. Any concerns will always be treated in complete confidence.

We have a weekly electronic newsletter for parents with news about activities and outings. We also encourage children to take home their art work each term for you to admire and display at home! We send invitations to parents to a number of events during the year, and very much hope to see you at:

- Harvest Festival
- The Nativity Play
- Sports Presentations
- The Carol Service
- St Peter & St Paul Day
- Sports Day
- Art Exhibition

PARENTS' EVENINGS

We start each academic year with a welcome meeting to which all parents in the year group are invited, at which we outline the Reception routines, information about reading as well as giving parents a chance to get to know one another and ask any questions.

We hold Parents' appointments at the end of the first half of the Autumn Term and again in the Spring Term where parents can view their child's work and discuss progress made and next steps.

Observation, Assessment and Planning

There are three stages of planning the curriculum:

- Long Term Planning

The Planning within the EYFS follows the schools' commitment to the „Creative Learning Journey“, developing a skills- based approach to learning which gives structure and coherence to the curriculum.

Topics are planned for each of the three terms and the early learning goals and educational programs are distributed over the terms, to determine a broad and balanced coverage alongside experience and learning guarantees to which our school is committed.

- Medium Term Planning

We address particular aspects of the curriculum in more detail for each term. We include links between areas of learning and development and provide opportunities for ICT. Learning objectives, assessment opportunities and activities and experiences for each area of learning and development are identified.

- Short Term Planning

We identify specific learning objectives, activities, differentiation, deployment of adults and resources, to meet the learning needs of the children on a weekly and day-to-day basis. It allows for flexibility in response to individual children's needs and interests and for revision and modification, informed by on-going observational assessment. Within the EYFS we plan to respond to children's individual and collective interests and encourage the children to take responsibility for their learning by developing planning from the children's ideas

We follow the statutory guidance of the Early Years Foundation Stage 2012 and the guidance as outlined in Development Matters 2012.

Assessment

Assessment in the EYFS takes the form of observation, and this involves the teacher, other adults, parents and the children themselves as appropriate. These observations are recorded in children's individual Learning Journey booklets.

At St Peter and St Paul we use individual pupil trackers to record judgements against Development Matters and the EYFS Profile. Observations also record judgements of the children's characteristics of effective learning to inform planning and next steps in each child's learning.

At the end of the EYFS each child's level of development is recorded against the assessment scales derived from the Early Learning Goal's (ELG's) and a judgement is made on whether the child is making emerging, expected or exceeding progress in relation to each ELG. A report is written to inform parents and the Year 1 teacher of this progress and how they are developing as a learner through the characteristics of effective learning. If a child is felt to be emerging towards the ELG's then the age band they are currently within in accordance to the Development Matters will also be included on the report as well as their planned next steps. A child is said to have made a good level of progress if they have made expected progress against the ELG's within the three prime areas of Personal, social and Emotional Development, Language and Communication and Physical Development as well as expected progress against the ELG's in Literacy and Mathematics.

Pupil progress is regularly monitored through the use of the child's pupil tracker and learning journey and through practitioner discussion to identify areas of strength and areas for development both within individual children and in collective groups. Additional challenge or support is then put in place to meet the inclusive needs of such children.

Base line

In the Autumn Term the children will all complete a Baseline Assessment which gives us a starting point from which we plan their next steps. This will be discussed with you at the Autumn Parents' appointment.

STORAGE OF RECORDS

We store all of our records on pupils in locked cabinets. Parents may arrange to see the records of their children in accordance with the whole school's policy on Reports and Record Keeping (which is on our web site and can be sent to you on request). You have the right to make written comments on your child's records, which will then be treated as part of that record. The School is registered under the Data Protection Act and complies with its provisions for example, about the disclosure of information relating third parties.

COMPLAINTS

We hope that you will not feel the need to complain and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the school's

complaints procedure has been drafted to meet the specific requirements for EYFS pupils as described in the ensuing paragraph on our web site. We will send you copies on request. We undertake to investigate all complaints and to notify you of the outcome of investigation within 28 days. We maintain records of complaints for three years after your child has left our school.

Although the Independent Schools Inspectorate (ISI) is responsible for inspecting the Early Years, because it is part of an independent school, parents should though be aware that if they are dissatisfied with the outcome of a complaint, they are entitled to make a complaint directly to Ofsted. They can download the Ofsted leaflet: "Complaints to Ofsted about Schools: Guidance for Parents" reference 080113 from <http://www.ofsted.gov.uk/resources/complaints-ofsted-about-schools-guidance-for-parents>.

CHILD PROTECTION AND SAFEGUARDING

The school's child protection and safeguarding policies, including its policy for the safer recruitment of staff, are enforced rigorously throughout the school. Copies of the policies, which apply throughout the school, are on our web site and can be sent to parents on request. Liaison with local statutory children's agencies when be facilitated as appropriate.

MEDICAL MATTERS

Please keep your child at home if he or she is ill or infectious, and phone us on the first day that s/he is ill. An ill child will not be happy in school, and will only infect others. We will therefore telephone you and ask you to collect your child if he or she becomes ill during the day.

All children have access to our Medical Room which is supervised by qualified First Aid staff. Staff will be available to administer first aid, to deal with any accidents or emergencies, or if someone is taken ill. A number of first aid boxes are located in various areas of the school and are regularly checked and, if necessary, replenished. All staff are qualified Paediatric First Aiders.

We will contact you at once if your child suffers a significant injury or if he or she becomes unwell during school day, or if we have any worries or concerns about his or her health. We will ask you to collect your child if he or she becomes ill during the school day. We will do our best inform you if he or she has a minor accident or graze at school.

MEDICAL CARE

Although your son and daughter will normally receive medical care from your family GP practice; we hold medical information on all our pupils in order to ensure that we can provide appropriately for their needs, or look after them if they are injured or have an accident. We therefore need you to complete and return a medical questionnaire and contact form before he or she joins the school.

CHILDREN WITH MEDICAL NEEDS OR SPECIAL EDUCATION NEEDS WHO REQUIRE SPECIAL ADJUSTMENTS

If your child has medical needs, special education needs or requires any special adjustments, we will invite you to a meeting with Diane Shimwell, Head of Infants, the Headmaster, the school's Special Education Needs Coordinator, Gemma Horne, and any outside Specialist who has been involved with the care of your child, to discuss thoroughly the regime that is most appropriate for his or her individual care, well before s/he joins the Infant Department.

MEDICAL RECORDS

We keep records of all treatment and immunisations that your child receives during his or her time at the school. We record all accidents and injuries to your child and of all medicines that are given to him or her.

All medical records will be stored centrally until your child leaves the school at which time all records will be transferred to their new school.

In accepting a place at the school, we require parents to authorise the Headmaster, or a member of staff acting on his behalf, to consent, on the advice of an appropriately qualified medical specialist, to their child receiving emergency medical treatment.

MEDICINES AND TREATMENTS BROUGHT TO SCHOOL FOR PUPILS

Please advise the School Secretary of any medication that you bring into the school for your child. If your son/daughter has a medical condition which necessitates regular access to medication, please inform Diane Shimwell, the Head of the Infant Department so that an appropriate regime can be devised. The relevant staff will be informed, in confidence, of any condition that is likely to affect him/her in any area of school life. We will work with you in making arrangements that work best for him/her.

Please remember that we need your written consent for every medicine before we are allowed to give it to your child.

Copies of our Policy for Administering Medicines can be sent to you on request.

MAINTAINING A SAFE AND SECURE ENVIRONMENT

The safety of the children is our highest priority, and because they are so young, we need to be particularly vigilant. We will therefore:

- Only allow your child to go home with you, unless we have received your advance permission (preferably in writing) that he or she may be collected by another adult.
- Never allow a child to leave the premises unsupervised. There is always at least one adult in charge of the outside play area - which is fenced off from the rest of the school.
- Ask all visitors to identify themselves and to state their business before we give them access to the premises. Visitors sign in, complete appropriate paperwork, wear security badges and, if necessary, are escorted throughout their visit. They sign out on leaving.
- Register all pupils at the start of the morning and afternoon sessions
- Check all pupils out as they are collected by their parents or carers

MISSING CHILD POLICY

Our 'Missing Child Policy and Procedures When a Child is not Collected on Time' are on our website.

HEALTH AND SAFETY

We update and review our risk assessments on the Reception classrooms and other indoor areas, the outdoor play space and all the equipment and toys used by the children on a regular basis in order to ensure that everything with which your child may come into contact has been assessed and that potential hazards are kept to a minimum.

We welcome your comments and suggestions for improvement.

To be read in conjunction with Child Protection & safeguarding Policy.

Policy last reviewed	September 2015
Next Review	September 2016
Review initiated by	Headmaster